

Fairness: An Overview

Assessments that are not bias for any
student s or student subgroups.

What Did We Do?

- When we first started with common assessments we created a Bias Checklist and had each department review all assessment using form.
- Made changes to the form based on feedback we received.
- As we have collected data, we have returned to that Bias checklist and made changes as needed.

Bias Committee

- Membership:
 - One teacher from each of the nine content areas
 - Special Education teacher
 - ELL teacher
 - Alternative high school content teacher
 - Administrator
- Members serve for at least two years.
- Meets bi-annually in December and May
 - Meets during regular school hours
 - District supplies subs

Bias Committee Process

- Committee randomly selects one assessment from each of the nine content areas to review.
- Committee collectively reviews each assessment one at time using the Bias Checklist.
- Any perceived bias is turned over to the building principal for a comprehensive Bias Review Process.
- Biased assessment is modified or replaced.

This Process Works Because...

- Non-content specific teachers offer new set of “Bias” eyes.
- Professional conversations based on assessment
- Ell and Sped add expert “Bias” level
- Two year commitment provided consistency to process.
- District approach rather than building
- Teacher time is valued by providing release time
- Administrator take the needed corrective action

Accommodations

Special Education

- IEP Based
- Special Education teacher responsible for insuring teacher provides appropriate assessment accommodations
 - BOEv conference form is used
 - Teachers sign off on form
 - Case manager reviews

ELL

- Level of Language acquisition determines accommodations
- Ell inclusion teachers conference with teachers and complete accommodations form prior to assessments

To Make Process Work

- All schools must be involved
 - Critical that district ownership is focus, not building.
 - Special Education and ELL teachers must be part of review process.
 - Build time into committee's schedule to meet. This is not "afterschool" work.
 - Forms need to be streamlined to be effective and efficient.
 - Make Changes to assessment when fairness issues arise.

Multiple Opportunities with a Variety of Formats and Strategies

- Matrix for each content area delineates number of opportunities and types of assessments
- Alternative assessment for each common assessment
- Other data streams can include PAWS, MAP and ACT/SAT
- Standard recovery summer school, extended day and afterschool all available to students.

Data and Participation

- Expectation that all students complete all assessments. We chase them!
- Teachers report assessment data on PowerSchool.
- Data disaggregated and reviewed. District expectation that departments review and use data.
- Changes made when needed.

Key Points

- All Schools must be involved in process
- Sped and Ell must be included
- Administrative oversight
- Forms must be efficient, user friendly and effective
- Educate your teachers each year on process
- Data must be collected and disaggregated to make informed bias decisions
- Make changes when data shows change is needed

Thank You!

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